Using an E-literature program based on the formeaning response approach in developing Faculty of Education English majors' literary appreciation

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Abstract

The present study aimed at investigating the effect of using an E-literature program based on the formeaning approach on developing Faculty of Education students' literary appreciation. Sixty students were randomly divided into two intact groups: an experimental group and a control one. The experimental group was taught using the program while the control one received conventional instruction. The instruments of the study included a needs assessment questionnaire to second year English majors, a needs assessment questionnaire administered to staff members at Faculty of Arts , a needs assessment test, a literary appreciation test and a literary appreciation rubric. Equality between the experimental and control group on the dependent variables was ensured by comparing the means of scores using "t"- test. After implementing the program, post testing was undertaken and the data obtained were analyzed using both "t"-test and the effect size of the program. The results revealed that the participants of the experimental group surpassed their counterparts in the control group on the post testing of literary appreciation skills.

Key words: Literary appreciation skills - Formeaning approach -E-Learning

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استخدام برنامج في الأدب الإلكتروني قائم على مدخل "دمج الشكل والمعنى في تنمية التذوق الأدبي لدى طلاب شعبة اللغة الإنجليزية بكلية التربية

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المستخلص

هدفت الدراسة إلى فحص أثر استخدام برنامج للأدب الإلكترونى قائم على مدخل دمج الشكل والمعنى في تنمية مهارات التذوق الأدبى لدى طلاب الفرقة الثانية شعبة اللغة الإنجليزية بكلية التربية حيث تم اختيار عينة عشوائية من الطلاب قوامها 60 طالبا تم تقسيمهم إلى مجموعتين: المجموعة الأولى ضابطة والمجموعة الثانية تجريبية. كلتا المجموعتين درستا نفس المحتوى ولكن المجموعة الأولى (الضابطة) بالطريقة التقليدية والثانية (التجريبية) باستخدام المدخل محل الدراسة. أدوات الدراسة شملت استبيانا لطلاب الفرقة الثانية بكلية التربية شعبة اللغة الانجليزية وآخرا للسادة أعضاء هيئة التدريس بكليتى الآداب والتربية جامعة المنيا واختبارا لتحديد مستوى الطلاب في التذوق الأدبي و اختبارا و معيارا للتذوق الأدبي. تأكد الباحث من تجانس المجموعتين عن طريق مقارنة متوسطات درجات المجموعتين في الاختبار باستخدام اختبار T كما تم إجراء التحليل الإحصائي لمتوسطات درجات العينة قبل و بعد تطبيق البرنامج ليتبين للباحث مدى تأثير البرنامج في تنمية مهارات التذوق الأدبى لدى المجموعة التجريبية التى جاءت متوسطات درجاتها أكبر من نظيرتها.

الكلمات المفتاحية : مهارات التذوق الأدبي – مدخل دمج الشكل والمعنى – التعلم الالكتروني

Introduction

While it is true that a major driving force for reading literature is pleasure or entertainment, it is not the overriding factor. Soon, the reader begins to realize that he enjoys some things more than others and that some of his reading experiences are positively distasteful while others become more and more deeply absorbing. One way of explaining this would be to say that the reader begins to develop a taste for some things rather than for others. But this is even not the point. The real issue is that the reader begins the process of discriminating, of appreciating, and of feeling the difference between what is really important, really first−class or what is trivial or easily dispensable.

Bubikova (2004) assures that as the reader begins to gain experience in the art of discrimination, in comparing his discrimination with other people's ,particularly more experienced people, and as he reflects upon his literary actions and discovers the principles or guidelines on which they are based, he comes towards a state of mind in which he feels a capacity for judgment, that is, for delivering an opinion about the rights and wrongs of a situation, an expression or a problem which other people may accept or agree to , which is not subsequently overturned and which forms the best basis for many kinds of practical actions.

Using the "Formeaning Response Approach" in teaching literature:

Kellem (2011) states that two main pedagogical approaches to teaching poetry and literature have their roots in literary criticism: (1)

Stylistics, an approach that analyzes the language forms of the text; and (2) Reader–Response, an approach that concerns itself with the reader's interaction with the text. Although these two approaches are typically considered mutually exclusive, one way to marry the two when teaching poetry is to use what the author calls the "Formeaning Response approach". This approach places equal importance on the study of language elements and on responding personally to poetry.

According to Donelson and Nilsen (2001), literary appreciation occurs in seven levels.

Level 1: Pleasure and Profit (literary appreciation is a social experience)

Level 2: Decoding (literacy is developed)

Level 3: Lose yourself (reading becomes a means of escaping)

Level 4: Find yourself (discovering identity)

Level 5: Venture beyond self ('going beyond me', assessing the world around them)

Level 6: Variety in reading (reads widely and discusses experiences with peers)

Level 7: Aesthetic purposes (avid reader, appreciates the artistic value of reading)

 To conclude, literature provides pleasure to listeners and readers. It is a relaxing escape from daily problems, and it fills leisure moments. Making time for recreational reading and using high–quality literature help to develop enthusiastic readers and improve achievement (Block & Mangieri, 2002). The power of literature to offer entertainment and

recreation is still its prime reason for survival. Developing love of literature as a recreational activity is possibly the most important outcome of a literature program.

Context of the Problem:

The students in poetry classes lack entertainment and appreciation and that results from using the traditional method of presenting artistic pieces which requires no skillful procedures to follow. Consequently, they have difficulties in analyzing any piece of art because they always wait for the ready-made reports by the instructor and they are not allowed to innovate theirs.

In order to document the problem of the present study, the researcher developed:

1. A questionnaire administered to second year English majors at Faculty of Education

2. A questionnaire administered to the staff members at Faculty of Arts responsible for teaching poetry.

3. A test administered to the second year English majors at Faculty of Education.

Statement of the problem:

Based on the results obtained from administering the previously mentioned questionnaires and the given test, it is emphasized that Faculty of Education English majors' conventional way of studying literature need to be changed. Moreover, students' ability to appreciate the literary texts, criticize them in a different way and think more

reflectively is a pressing need in a digital world where all resources become digitally born. Therefore, the entire study aims at:

"Using an E-literature Program Based on The Formeaning Response Approach in Developing Faculty of Education English Majors'Lliterary Appreciation"

Aim of the study:

The present study identified the effect of using an E-literature program based on the formeaning response approach in developing Faculty of Education English majors' literary appreciation.

Hypothesis of the Study:

The following hypothesis was tested:

● There would be a significant statistical difference (favoring the experimental group) between mean of scores obtained by the participants of the experimental and the control groups in the post performance on the test of literary appreciation.

Delimitations of the study:

● The suggested Program was introduced in E-Literature which refered to works with important literary aspects that take advantage of the capabilities and contexts provided by the stand-alone or networked computer

● The group of the study was confined to students enrolled in second year Faculty of Education.

● The suggested Program was applied in one term; four hours a week.

Significance of the study:

٭ This study is supposed to be significant for the students as they are expected to aquire literary appreciation skills.

٭ The teachers are expected to think of teaching these literary appreciation skills depending on recent approaches and strategies such as the formeaning approach.

٭ The teachers are ecpected to be trained on how to use the formeaning approach in teaching poetry.

٭ The course designers are expected to include certain activities based on the formeaning approach to help the students practice literary appreciation.

Definitions of terms:

● **E-Lietrature:**

Hayles (2008: 3) defines e-literature as "digital born," since a first-generation digital object is created and meant to be read on a computer.

The researcher adopts the Electronic Literature Organization (ELO) definition which defines Electronic Literature as a "work with an important literary aspect that takes advantage of the capabilities and contexts provided by the stand-alone or networked computer, created on a computer and usually meant to be read on a computer

●**The "Formeaning Response Approach"**

Kellem (2011) defines the term *formeaning* (form + meaning) as:

It is used to represent Stylistics, the language-centered approach to teaching poetry. It comes from Reader-Response theory and it is

based on recognizing that when students personally relate to literary themes, the subject matter becomes more relevant—and that this relevance, in turn, assists the learning process

To the researcher, the ″formeaning response approach″ means a student−centered approach of teaching poetry that tends to bridge the gap between aesthetic and stylistic approaches to help student to to reflect critically and respond imaginatively to the introduced poems.

- Visualization phase in which students reflect to images and metaphors included in the text.
- Summarizing phase.
  - **Literary Appreciation**

Olufunwa (2001) Literary appreciation refers to the evaluation of works of literature as an academic and intellectual exercise. It is the process by which the recipient of a work of literature acquires an understanding of its theme(s) and subject matter, and obtains insights into the ways in which its formal structure helps realize them. Other terms used in place of literary appreciation include "literary criticism," "literary exegesis" and "textual analysis." In literary studies, a highly−developed capacity for literary appreciation is crucial to an understanding of the texts that are prescribed for the courses.

To the researcher, literary appreciation is a positive response to literary works that shifts from previewing the purpose and the general idea of the text, making predictions, using prior knowledge in understanding

the text and identify its aesthetic value to finding connection and application of what students learned from the text in their lives.

Review of Literature

- **E-literature versus conventional literature**

Kaba (2017) indicated that teaching literature beard availability, at any moment of literary texts, and the possibility that these texts were easily accessible by students who during the learning process should be taught how to analyze, evaluate and simply to understand these texts. Nidelko and Cirnu (2009) assured that contemporary education paradigm has changed significantly due to the development of information and communication technology (ICT) and literature as an important type of educational material should respond to the evolution of technology to meet students' needs and impatience.As a conclusion, it is emphasized that new generations are born with the capacity to be more engaged in digital learning, that is a scientific fact asserted by many studies Hayles(2008) & Buzzard et al (2011) and as Coffield (2000).

- **The Formeaning Response Approach in Teaching Poetry**

Muñiz Cachón et al. (2018) assured that understanding and interpreting texts demanded two kinds of stances called *the efferent reading* and *the aesthetic reading*. The former referred to the act of reading a literary text in order to get information and gain meaning out of it. At this level, readers produced responses by focusing on implicit meaning based on rational interpretations.

Al-Mahrooqi (2012) asserted that enough conclusive evidence that specifically analyzed student reaction to how literature was incorporated in the classroom was still lacking. Kellem (2009) reported that poetry was a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students' attention on English pronunciation, rhythm, and stress. The formeaning response approach combined two approaches which were "Stylistic" and "Reader- Response" in a way that placed equal importance on the study of language elements and on responding personally to poetry.

- **Literary Appreciation**

Mahmoud (2015) indicated that poetry was one of the most difficult genres to be taught in EFI classes as the conventional way of introducing it couldn't help students to go beyond meaning or appreciate what they studied. She confirmed that using an "Inquiry- Based Approach" in teaching poetry enhanced English major students' poetic appreciation and critical writing. Lattif (2012) used a blended-learning program to develop English major students' appreciation of literature and critical reading and writing skills which proved high effect on students' appreciation. Feagins (2010) investigated that authors of literature intended for this audience were becoming more adventuresome and were using a wider range of literary techniques than was previously true.

Material and Methods:

A-Experimental Design:

The study used a pre-post control group design (a quasi experimental design). The participants were divided into two groups each composes of 30 students. The treatment group was trained using the suggested program while the non-treatment group was taught according to the regular method they followed with their regular instructor who had approximately the same experience and qualifications as the researcher.

B –Participants:

Two groups were selected from second year English majors at the Faculty of Education, Minia University.

C-Duration of the Experiment:

The experiment lasted for one term; two hours weekly.

D- Variables:

*The Independent Variable:

Using of an Electronic literature program that was introduced to second year English majors at the Faculty of Education.

* The Dependent Variable:

Faculty of Education second year English majors' literary appreciation

E- The Instructor:

The researcher taught the participants of the treatment group herself the proposed program that contains a selected group of poems belong to the form of e-literature using the formeaning response approach while another colleague with approximately the same experience and

qualifications taught the non-treatment group the same content using the regular method of teaching .

Instruments of the study:

A. A needs assessment questionnaire which was administered to Faculty of Education English majors to assess students' need to follow a new approach in teaching poetry that would lead them to better appreciation and develop their literary appreciation skills.

B. A questionnaire administered to the staff members at Faculty of Arts responsible for teaching poetry.

C. A test of literary appreciation (Prepared by the researcher) aimed at identifying students' application of different approaches in analyzing given texts and evaluating of different poems

D. A rubric for evaluating students' writing in the literary appreciation test

A. A Needs Assessment Questionnaire

1. **Objectives of the Questionnaire**

a. To see how far first year students at Faculty of Education needed an E-literature program that would help them in establishing new ways for appreciating poetry.

b. To see how far first year students at Faculty of Medicine need to develop their CDA skills

c. To elicit EFL/TEFL staff members comments on teaching poetry using the formeaning approach and to decide if this method would foster students' CDA skills.

d. The data obtained was then analyzed.

2. **Constructing The Assessment Questionnaire**

a. The researcher reviewed the literature related to teaching poetry via different approaches included the chosen approach and CDA as a new theory applied recently on poetry

b. Instructions were given to students to answer the questionnaire.

c. The questionnaire included four major categories that were classified into fifty one items.

d. The questionnaire was validated by a panel of ten EFL/TEFL staff members.

e. The questionnaire was administered to ninety students enrolled in the second year English majors (the intended sample for the present study) Faculty of Education – Minia University to assess their needs for developing their CDA skills through an E-literature program

3. **Results of the Questionnaire:**

Analyzing the results of the questionnaire which was administered to 90 students enrolled in the second year English majors at Faculty of Education, the following notes could be mentioned.

The **Majority** of the sample agreed on that:

1. Poetry is so problematic in learning when using the traditional way of instruction as it lacks interaction and motivation.

2. Using technology can support learning especially when it is possible to deliver learning materials on mobiles and pcs.

3. Depending only on analyzing the language forms of the text is not effective in learning poetry as it is mostly needed to achieve reader-text interaction.

4. Most of students have difficulty in verbalizing emotional responses to a literary work and understanding figurative language.

5. Most of students lack critical awareness of the benefits and limitations of discourse analytical approaches to study language use in social and educational contexts.

B. A questionnaire administered to the staff members at Faculty of Arts responsible for teaching poetry.

1. **Objectives of the Questionnaire**

a. To see how far the traditional way in teaching poetry meet the students' needs and help them in appreciating pieces of art.

b. To see how far second year students at Faculty of Medicine need to develop their CDA skills

c. To elicit EFL/TEFL staff members comments on teaching poetry using the formeaning approach and to decide if this method would foster students' CDA skills.

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3. **Results of the Questionnaire:**

   After analyzing the results of the questionnaire administered to staff members, some important notes are to be mentioned:

   a) Most learners have had unpleasant experiences and negative attitudes towards poetry.

   b) Teachers do not have guidelines on what methods to employ when teaching poetry.

   c) Students are not encouraged to express their personal understanding of a poem; they only wait for the teacher's ready-made explanation.

   d) Students don't have a beneficial background about the terms and concepts used in different approaches of analyzing discourse.

   e) Students lack the ability to carry out the analysis, critical assessment of information in terms of its linguistic-cultural features

   f) Students lack the ability to appreciate the artistic value of reading poems.

   C. Literary Appreciation Test

   The literary appreciation test was assigned for second year English majors at Faculty of Education to achieve the following objectives:

   ●Measuring students' ability to verbalize emotional response

   ●Measuring students' ability to identify sensory expressions

- Measuring students' ability to express figurative language
- Measuring students' ability to discuss the tone and mood of a piece of art
- Measuring students' ability to utilize their aesthetic sense
- Measuring students' ability to appreciate the rhyme, rhythm and style of a poem

Construction of the literary appreciation Test

a. The researcher reviewed the literature related to the construction of a literary appreciation test

b. The test was based on a table of specification. It included two parts:

- Part one was for testing students' use of important definition related to figurative language
- Part two was for testing students' identification of sensory expressions and criticizing different pieces of art

Time Duration:

Ninety minutes were assigned for responding to the literary appreciation test.

Test Validity

1-Content Validity:

To determine the content validity of the literary appreciation test, the researcher distributed it to seven TEFL/EFL staff members to evaluate its content validity. The majority of the panel commented that:

- The test items were well stated
- It was well organized

- It matched the table of specification

2. Internal consistency between each dimension compared to the total score of the test was also calculated. See table (1)

Table (1)

Correlation Coefficients between Each Dimension and the Total Score of the literary appreciation Test (N=30)

Test dimensions	Part 1	Part 2
Correlation Coefficients compared to the total score of the test	0.824**	0.891**
Sig	0.01	0.01
Total=20	10	10

Correlation is significant at the 0.01 level (2-tailed).

It was obvious from the above table that correlation coefficients between each   dimension and the total score of the test were significant at (0.01). This indicated the validity of the test dimensions.

Test Reliability

To establish the reliability of the test the researcher used Alfa-Cronbach to compute the reliability of the test. Alfa reliability reached (0.853) and this coefficient has a statistical significance that shows the reliability of the test.

Table (2)

Alfa-Cronbach's Reliability Value of the literary Appreciation Test

Alfa-Cronbach's Reliability	No of Items
0.853	20

Results:

Hypothesis 1:

Hypothesis 1 predicted that there would be a statistical significant difference (favoring the experimental group) between mean scores obtained by the experimental and control groups on the post−test of the literary appreciation Test. Statistical analysis showed that this hypothesis was accepted as t− value (**24.561***) was significant at (**0.01**) favoring the experimental group. Table (3) below shows the data obtained to test this hypothesis.

Table (3)

Means, Standard Deviation, Mean Difference and "T" value between pre− post Performance of the Experimental and Control Groups on the Literary Appreciation test (N=30)

| Part	Group	Means	Std. Deviation	Mean Difference	"t" value	D. F.	Eta	Eta Squared ($\eta2$)
Part 1	Experimental	27.87	4.637	16.533	14.256*	58	0.882	0.778
	Control	11.33	4.342					
Part 2	Experimental	44.00	5.065	25.800	15.900*	58	0.902	0.813
	Control	18.20	7.303					
Total	Experimental	71.87	5.117	42.333	24.170*	58	0.954	0.910
	Control	29.53	8.114					

*Significant at (0.01) level and beyond

From the above table, it can be concluded that there are statistical significant differences (favoring the experimental group) between mean scores obtained by the experimental and control groups on each part of the post−test of literary appreciation Test. The effect size of the

program is (0.954) which is high and shows the effectiveness of the program in developing students' literary appreciation skills.Figure (1) showed that the experimental group surpassed the control group on the post-performance of each part of the literary appreciation Test.

Figure (1)

The Experimental group Vs. the Control One on the post-performance of each part of the Literary Appreciation Test

	LA1	LA2	Total
Experimental	27.87	44	71.87
Control	11.33	18.2	29.53
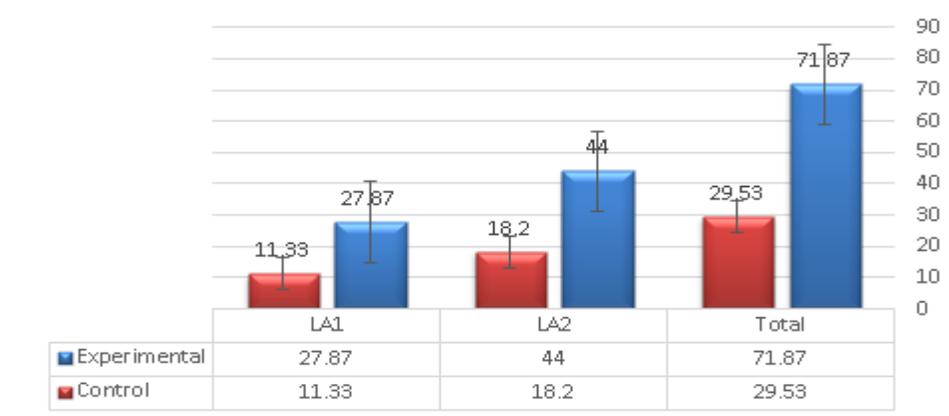
Discussion

Hypothesis 1 predicted that there would be a statistical significant difference (favoring the experimental group) between mean scores obtained by the experimental and control groups on the post-performance of the literary appreciation Test. Statistical analysis showed that this hypothesis was accepted. The effect size of the program was calculated by the Eta-squared formula to guarantee that the effectiveness of the E –literature program based on the formeaning approach in developing secong year English majors literary appreciation was not due to chance.

Results obtained on the post-tests of the literary appreciation test revealed that there were significant differences favoring the experimental group. The degree of improvement reflected that students' literary appreciation has been developed. Students in the experimental group showed remarkable improvement due to the use of multiple activities and technological and online aids based on the formeaning approach which seemed to be a remarkable tool in maintaining the interest of the students and improving their appreciation. The learning techniques, activities, educational resources, and evaluation procedures were in line with the technologies and up-to-date teaching and learning online programs and met the needs of almost all students. Thus all students had the opportunity of learning the content. Many studies assured the study results as

Conclusion

It can be concluded that the E –literature program based on the formeaning approach helped in developing students' literary appreciation which was supported by many studies as Mahmoud (2015), Lattif (2012),Feagins (2010) Early and Marshal (2008) and Olufunwa (2001)

Recommendations

In the light of the results obtained in the present study, the researcher recommends the following:

1. Teaching poetry for entertainment should be the main focus of any given course as you can only remember what realy touches you.

2. Using different approaches in learning has a great effect on the effectiveness of the process of learning.

3. Appreciation can be achieved through discussion and evaluation rather that memorizing given information ,so teachers should keep in mind that the class time should free more space to this type of activities.

Suggestions for Further Research

The researcher suggests conducting the following studies:

1- A replication of this study to be administered to a wide number of students.

2- Investigating the effect of using the E –literature program based on the formeaning approach speaking skills and communication skills.

3- Investigating the effect of using an E –literature program based on the formeaning approach in reducing oral communication apprehension.

4- Investigating the effect of using a blended learning program in poetry on developing cultural awareness and oral communicative competence.

5- Investigate the effect of using an E –literature program based on an a different approach of the formeaning approach to develop intercultural competence and critical thinking.

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